Jerry Gooch

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Moore

Synthesis Essay

Education and the Poor

High level education is becoming a very important in the world today. People need degree’s to get the “good” jobs to make the money they need to support their families. For many this is achievable with a little hard work and some help with from family. The poor are just doing seem to have the money, or drive to making it though. There are many factors at play however, the big three seem to be that they either the parents or guardians are not nurturing their kids and giving them good work ethics to succeed, A lack of money is keeping and will power to better themselves is keeping the lower class from being able to get into college and succeed, or finally it’s the culture of America to look down on the poor and minorities and it discourages these children from wanting to succeed in society to become productive individuals in society.

Children growing up in a poor family are less likely to have good work ethics and a nurturing environment for learning. Brink Lindsey, Vice president for research at the conservative Cato Institute says that children who are in the lower class tend to not get near as much verbal interaction with their parents. They are less likely to receive words of encouragement than parents in the upper class give. (Lindsey 455) A writer for the journal *off our backs*, Angel Locke says there are exceptions. Her mother never went to college but always encouraging her to read and in her early age began teaching her daughter how to discuss books with her. (Locke 450) Lindsey says that government programs for the young are essential and would have a good effect on getting students to take class more seriously. Lindsey thinks that by doing this the values that a parent would have taught gets taught as well as engrained in the student’s minds. This would effectively counteract the parental involvement needed when parents are unable to stimulate their children and push them to new heights. (Lindsey 456)

There is a problem coming up with the money needed for college in low income families. Locke says it can be done even when you are in the low income range. She managed to put herself through school though it took a little longer and she had to work for it. (Locke 541) Lindsey says that many of the poor mainly minorities can get the money to go to school it’s the lack of skills.

Elijah Friedman, a student feels that the government should not be involved in funding college education. (8) Lindsey believes that while money could be a factor it’s more or less on the parents to teach their children to strive for success, if they wish to get into college. (Lindsey 455) Elijah asks “What happened to pulling oneself up by his or her own bootstraps…” (11) He goes on to say that if the Government wants to spend money on education it should be after everything else is corrected and if there is any left over. Parents are responsible for distilling good values such as a good work ethic in their children. Elijah says that while balancing the budget is a duty of the federal government funding college education is not. (12) However if there were money left over after balancing the budget Elijah says then it would be ok to put it towards students education. (12) Both authors tend to believe that spending money on college education is not the right answer. Programs to help get students in the right mindset to prepare for college is a much better road to take and letting students take responsibility for their own education.

Finally, America’s culture has role in the lack of low income students getting into college. People simply look down on them Locke experienced this first hand as she was in college. While attending she was around middle and upper class students. She was often frowned upon as she continued to break the social norms and work her way up. Locke also says she recalls feeling like an outsider in two worlds. (Locke 451) Lindsey agrees there is a major problem with the culture of America. African American’s and other minorities get looked down upon for succeeding. Lindsey calls this the “acting white stigma”. (Lindsey 455) To back this up Lindsey shows test scores that indicate that these minorities and low income students just don’t do as well on these tests, partly because of how their raised and partly due to not wanting to break the social norm. (Lindsey 453)

Elijah a student looks down on students taking money from the federal government. (4) He acknowledges that it’s a tough life but students have always taken money for school wherever it comes from. (5) It’s just the way college is now. This mindset is one many students tend to share. It is hurting many students from going to school and with all these students taking federal money shows how many of them are actually lazy or ill prepared for college.

Success in America is rapidly changing. College degrees are becoming more and more of a necessity than an option. Low income families tend to struggle to get their children into college for a number of reasons. Brink Lindsey seems to think it has more to do with the children’s parents and how just aren’t equipped with the skills and values they need to teach their children to succeed and make it into college. Elijah Friedman feels that student’s shouldn’t take federal money and that they should find their own way to earn money for college.

These feelings appear to cause children in the low class to not want to succeed since it makes them stand out and creates tension. Essentially the poor need to do two things. One, they need to strive to better themselves and to distil the right values in their children and two, they need to ignore the stereotypes placed upon them and prove to the world that they are in fact worthy of a college degree. If a student really wants something then they will find a way to get it. This applies to school as well as everything else.

Silver, Lee M. “Jennifer and Rachel.” *Remaking Eden: Cloning and Beyond in a Brave New World* (1988): 117-25. Rpt. Iin *Writing in the Disciplines: A Reader and Rhetoric for Academic Writers,* 6th ed. Ed. Mary Lynch Kennedy and William J. Kennedy. Boston: Pearson 2009. 340-46. Print.

Goochy Gooch!

Hey oh! I’m just gonna write these down as I see them and give you the overall afterwards, kay?

* Instead of listing the points of your thesis in the same sentence, separate them to make it not a run on.
* Where I just say ‘comma’, put a comma after the highlighted word. I’m a comma-nazi!
* Ex: “blah blah blah blah blah” (source pg#). 🡨 period after sentence and source cited
* Nix=take it out
* Blend transitions
* “tough life, but wherever it comes from, students have always taken money for school – this is the way it works. Or something.